

# Section 504 Guidelines

For Identification, Evaluation & Education Schools

## Board Policy 521 Student Disability Nondiscrimination

The purpose of Board Policy 521 is to protect students with disabilities from discrimination on the basis of disability and to identify and evaluate learners who, within the intent of Section 504 of the Rehabilitation Act of 1973 (Section 504), need services, accommodations, or programs in order that such learners may receive a free appropriate public education.

## Questions?

If you have any questions regarding Section 504, you are encouraged to contact the building principal or Jennifer Lecy, the District Section 504 Administrative Liaison.

## 504 Administrative Liaison

Jennifer Lecy  
Student Services Coordinator  
1201 2nd St S, Waite Park, MN  
320-370-8061

St. Cloud Area  
School District 

## Identification & Referral Procedures

1. A student who is believed to be a qualified individual with a disability under Section 504, may be referred by a teacher, other certified school employee, parent/guardian or community agency for evaluation to determine the student's eligibility under Section 504.
2. The referral team will be composed of persons knowledgeable about the student, the meaning of the evaluation data, and the placement options. The Section 504 Building Coordinator will monitor the composition of the team to ensure that qualified personnel participate.
3. The team will promptly consider the referral and, based upon a review of the student's existing records, make a decision as to whether an evaluation under this procedure is appropriate. If the parent requested the evaluation and the team decides not to conduct an evaluation, the District will provide the parent with a prior written notice explaining the denial of the request to evaluate the student.

## Evaluation

Evaluation of the student and formulation of a plan of services, if any, will be carried out by the building team according to the following procedure:

1. Prepare an evaluation plan to be submitted to the parent(s). If adequate data exists in order to make an eligibility determination, prepare an evaluation plan that lists the data to be reviewed in order to make an eligibility determination. Parent permission for an initial Section 504 evaluation is required before proceeding with the evaluation.
2. The team will evaluate the nature of the student's disability and the impact of the disability upon the student's education.
3. No final determination of whether the student will or will not be identified as an individual with a disability within the meaning of Section 504 will be made without first inviting the parent or guardian of the student to participate in a meeting concerning such determination.
4. If the team determines that the student is eligible for Section 504 services, a Section 504 plan will be developed as described in Section D.

## Plan for Services

1. For each student who has been identified as having a disability within the meaning of Section 504, the building team shall be responsible for determining what accommodations, adaptations, and/or special services, if any, are needed to ensure that the student receives a free, appropriate education.
2. In making this determination, the building team shall consider relevant information in its possession, including any independent outside evaluations paid for by the parent, and draw upon a variety of sources including, but not limited to, assessments conducted by the District's professional staff.
3. The parent or guardian shall be invited to participate in the meetings where services for the student will be determined.
4. The team will develop a written plan describing the reasonable modification(s) needed, if any. The plan will specify how the special services, if any, will be provided. An initial Section 504 plan must be proposed to the parents and parental permission received before the plan can be implemented.
5. The team may also determine that no special services and/or accommodations are needed. If so, the record of the building team proceedings will reflect the identification of the student as a person with a disability and a written notice will be sent to the parents explaining the basis for the decision that no special services and/or accommodations are presently needed.
6. In all cases, a student with a disability requiring related aids and services shall be placed in the general educational environment of the District unless the District demonstrates that such placement cannot be achieved satisfactorily. A student with a disability shall be educated with nondisabled students to the maximum extent appropriate to the individual needs of the student.

## Review of Student's Progress

The Section 504 Building Coordinator will monitor the progress of each student with a disability and the effectiveness of the student's plan annually and will provide for periodic re-evaluations as needed to determine whether the plan is appropriate. Prior to any subsequent significant change in the placement of a student with a disability, a re-evaluation of the student's needs will be conducted.

## Procedural Safeguards

The procedural safeguards are called the "Notice of Procedural Safeguards and Parent and Student Rights – Section 504 of the Rehabilitation Act of 1974". Go to [isd742.org](http://isd742.org). Click on Student Services. Scroll down and click on Section 504. Click on 504 Parent Student Rights.